



OBJETIVOS

El objetivo fundamental de esta asignatura es que el estudiante domine el nivel léxico-estructural de la lengua inglesa a un nivel intermedio-bajo (A2⁺-B1), así como la lengua de tipo literario y periodístico en el terreno de la comprensión lectora. También se pretende que el estudiante sepa expresarse en lengua inglesa de forma escrita.

PROGRAMA

Los siguientes bloques temáticos pretenden orientar al alumno sobre la selección de temas de estudio para la preparación de la prueba:

- (a) Vida cotidiana
- (b) Familia
- (c) Deportes y tiempo libre
- (d) Viajes, turismo y medios de transporte
- (e) Tecnología y medios de comunicación
- (f) Alimentación y salud
- (g) Educación y empleo
- (i) Consumo y medio ambiente

ESTRUCTURA DEL EXAMEN

Los alumnos deben responder a una serie de preguntas sobre un texto de actualidad. Dichas preguntas evaluarán la comprensión global y específica sobre el mismo. Pudiendo ser de respuesta abierta, del tipo verdadero o falso y preguntas de respuesta múltiple. También se incluirá una pregunta sobre vocabulario específico del texto. La tercera pregunta versará sobre el uso de la lengua. Por último, los candidatos deberán redactar un texto breve (80-100 palabras) sobre alguna cuestión general que el texto suscite. El texto podrá ser narrativo o informal (carta a un amigo, e-mail).

Los enunciados de las preguntas aparecerán en inglés y las respuestas se redactarán también en inglés. El alumno no podrá utilizar diccionario ni ningún otro material didáctico.

La duración del examen será de una hora.

MODELO DE EXAMEN

FISH AND CHIPS

Fish and chips is a popular take-away dish in the United Kingdom. For decades it was the dominant (if not the only) take-away food.

The fried potatoes are called chips in British English, and although American English calls them *French fries*, the combination is still called 'fish and chips' in American English too.

Fish and chips had been popular as separate foods for many years, though the potato was not introduced in Europe until the 17th century and it soon became another popular cheap food. However, they were not served in combination for some time. The original fish dipped in batter and then deep-fried in oil or fat came to England with Spanish and Portuguese Jews that left The Netherlands and settled in England in the 17th and 18th centuries.

The dish became popular in more widespread circles in London and the South-East in the middle of the 19th century – and even Charles Dickens mentions a 'fried fish warehouse' in his novel *Oliver Twist* (1839).

It is unclear when and where selling fish and chips as a cheap meal became the industry we know today. The first fish and chips shop, later commonly known as the 'chippie', was probably the one opened in London by Joseph Malin in 1860. It is also important to know that during World War II fish and chips were one of the few meals that were not rationed in the UK.



Questions

1. Answer the following questions. Do not copy literally from the text

- a. How are the fried potatoes called in American English?
- b. Who brought the original fish and chips to England?
- c. Choose the right answer
The dish became popular in London and the South East in
 1. the 19th century
 2. the 17th century
 3. in the middle of the 19th century
- d. Answer true or false and copy a sentence from the text that supports or contradicts the following statement: Joseph Malin opened a fish and chips shop in the 19th century.

2. Find words in the text for these definitions

- 1.. a dish you can take with you.
- 2.. to make something exist or happen for the first time
3. a large building for keeping things that are going to be sold

3. Complete the second sentence so that it means the same as the first.

- a. This restaurant can take groups of a maximum of thirty people.
This *restaurant* can take groups of up thirty people.
- b. The chef creates special menus at certain times of year.
Special menus by the chef at certain times of year.
- c. Some guests like to listen to live music during their meal.
Some guests enjoy to live music during their meal.
- d. Customers often ask if the restaurant has any vegetarian dishes.
Customers often want to know if are any vegetarian dishes at the restaurant.

4. Write a text about ONE of these topics (80-100 words)

1. What kind of restaurant do you prefer and why?
2. Write an e-mail to a friend to tell him/her about a bad experience you have recently had at a restaurant.

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

En los ejercicios en general se valorará la capacidad del alumno para comprender globalmente las ideas contenidas en el texto.

De manera específica en cada apartado se valorarán los siguientes aspectos:

Pregunta 1 – En este apartado se valorará especialmente la comprensión global del texto. (4 puntos)

Pregunta 2– En este apartado se valorarán los conocimientos léxicos del alumno. (1 punto)

Pregunta 3- Conocimiento y uso de la lengua (2 puntos).

Pregunta 4 – En este apartado se valorarán los siguientes aspectos (3 puntos):

- Corrección morfosintáctica.
- Riqueza léxica.
- Coherencia y cohesión del texto (empleo de conectores y organización del texto).
- Aportación de ideas.



**UNIVERSIDAD
DE LA RIOJA**

Prueba de Acceso a la Universidad para mayores de 25 años

Curso Académico: 2020-2021

ASIGNATURA: INGLÉS

TIEMPO DE REALIZACIÓN: 1 HORA

BIBLIOGRAFÍA

Collins Cobuild English Grammar. 1993. HarperCollins Publishers.

McCarthy. & O'Dell, F. 2017. *English Vocabulary in Use Elementary*. Cambridge: Cambridge University Press.

Murphy, R. 2015. *Essential Grammar in Use with Answers. A Self-Study Reference and Practice Book for Elementary Learners of English*. Cambridge: Cambridge University Press.

Quirk, R., Greenbaum, S., Leech, G & Svartvik, J. (1994) *A Comprehensive Grammar of the English Language*. London: Longman.

Swan, M. 2010. *Practical English Usage*. Oxford: Oxford University Press.

Thomson, A.J. & Martinet, A.V. 1989. *A Practical English Grammar*. Oxford: Oxford University Press.

Sherman, J. 1994. *Feedback. Essential Writing Skills for Intermediate Students*. Oxford: Oxford University Press.

Vince, M. 2010. *Elementary Language Practice*. Oxford: Macmillan.

Diccionarios

A) Monolingües:

Collins COBUILD English Language Dictionary (1987), Collins.

Longman. *Longman Language Activator* (1993), Longman.

B) Bilingües:

Diccionario Oxford inglés-español, español-inglés (1998).

The Collins English-Spanish/Spanish-English Dictionary